



Strategic Improvement Plan 2021-2024

Coffs Harbour Senior College 8272



School vision and context

School vision statement

Coffs Harbour Senior College students will be self-regulated, independent and creative learners with a sense of agency within their changing world. They will listen and communicate their views with confidence and respect. Every teacher will establish high expectations through subject expertise, quality assessments and regular feedback. Every staff member will engage in high impact professional learning and collaborate across faculties to analyse data, share expertise and implement learning and teaching for academic excellence. Staff focus will be on the wholistic wellbeing of each student as they transition into the wider world. Parents will partner with the College in supporting students' academic progress and wellbeing.

School context

Coffs Harbour Senior College caters for students in Years 11 and 12 who are pursuing the award of the Higher School Certificate and is known as a centre of excellence in its delivery of senior courses. It is a unique educational environment in NSW and shares facilities and resources with TAFE NSW and Southern Cross University on the site known as Coffs Harbour Education Campus. Students and staff work in an adult-style learning environment that aids preparation for the wider world.

The student body of around 520 students, draws from a diverse range of educational backgrounds with students coming from other government schools, private schools, home-schooling backgrounds or returning to school after absences. Students choose the College for a diversity of needs and goals ranging from academic excellence, vocational opportunities, specialist resources in areas such as creative and performing arts, sport, technology, Extension subjects, applied sciences like Marine studies, Headstart university programs; or for self-expression and autonomy. Coffs Harbour Senior College has extensive connections with TAFE and Southern Cross University and shares learning spaces and resources in several specialty areas including commercial kitchens, performance spaces, indoor courts and gym; technology labs, and the library. The school community endeavours to support each student on their individual learning path, through the cultivation of teaching and learning excellence in every area for achievement and success in their chosen field of study. The College is committed to developing the individual, communal and global identity of each student through an increased sense of belonging and agency within their school environment.

Strategic Direction 1: Student growth and attainment

Purpose

Educational aspiration for each individual student so that they can succeed, thrive and learn to meet present and future learning goals.

Improvement measures

Target year: 2022

Increase the number of students achieving Band 5 and 6 results in the HSC from the baseline by at least 6%.

Increase the number of students achieving Band 4, 5 and 6 results in the HSC from the baseline by at least 6%.

Reduce the number of students achieving Bands 1 and 2 by at least 3%.

All Aboriginal students will attain an HSC while maintaining their cultural identity.

The number of students attending at least 90% of the time will increase from the baseline by at least 1.5%.

The number of students reporting positive wellbeing will increase from the baseline by at least 2%.

Target year: 2024

Increase the number of students achieving Band 5 and 6 results in the HSC from the baseline by at least 8%

Increase the number of students achieving Band 4, 5 and 6 results in the HSC from the baseline by at least 8%.

Reduce the number of students achieving Bands 1 and 2 by at least 5%

Increase ATSI attendance from 2022 baseline by at least 3%

Increase parent engagement in goal setting for students to over 50%

Build teacher and leadership capacity through engagement with quality research and ongoing professional learning on effective practices to improve growth and achievement-improvement on 2023 baseline

Initiatives

Identification of student learning goals

Students come from a variety of educational backgrounds and are at different stages of learning. Pre-testing and surveying of students to ascertain prior knowledge, skills and future goals for their learning is essential for increasing attainment, engagement and attendance over the seven terms they are at the College. This will be implemented through:

- Enhanced enrolment and orientation procedures
- Mentor program for wholistic growth of each student
- Subject specific pre-testing in various forms
- Key personnel collaborate to address strengths and areas for improvement for the growth and attainment of each student

Individualised patterns of study

Every student will be given assistance in choosing a course of study that is suitable for their future learning goals and is commensurate with their skill set.. Greater relevance of courses of study will improve attendance, engagement and overall success:

- ATSI students are supported in learning goals that align with cultural identity
- Every teacher will individualise lesson delivery to meet the diverse needs of students within their classroom
- Attendance monitoring and review

Success criteria for this strategic direction

All students have aspirational expectations and goals based on their learning progress and a clear continuity of learning for achievement.

Students will have a greater sense of agency for their learning and attainment.

Students are provided with individual coaching and mentoring sessions so that every student can achieve their best HSC result.

Intervention of key personnel including Year Advisers, Head Teachers, Counsellor, Careers Advisor and Learning and Support teachers enhance student wellbeing.

Students, teachers and parents collaboratively support continuity of learning for all students at transition points.

Teachers, parents and the community collaborate to ensure regular attendance and reduce the impact of absences on student learning.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

All teachers use a monitoring folder that contains all documentation required for tracking the delivery of HSC courses.

Evaluation plan for this strategic direction

Question: Have we successfully increased student achievement and satisfaction in reaching learning goals?

Data:

- Reduced N Determinations
- All subjects have pre-testing activities to assess every student in the first term of Year 11
- Sentral attendance monitoring
- Teachers utilise SCOUT and RAP data to improve teaching activities to enhance student performance

- Internal school data from Stile, forums and surveys to assess student views on equitable access and growth and attainment towards individual goals
- TTFM, Sentral, Stile and school run forums and surveys including perceptions of equity, student advocacy and belonging
- Sharepoint data including Enrichment and extension opportunities, programs with adjustments and Teaching Registers with evaluation
- Review post-Trial HSC programs to maintain attendance
- Executive monitor and review attendance data and reports

Analysis: Planning meetings each term will analyse data to measure the success of initiatives and identify areas for improvement and adjustment.

Implications: The findings of the analysis will inform:

- future directions
- budget allocations
- ongoing adjustments

Strategic Direction 2: Cohesive Curriculum and Assessment Practices

Purpose

Whole-school approach to curriculum planning, delivery, assessment and reflection to establish explicit teaching to meet the wholistic needs of students across subjects

Improvement measures

Target year: 2022

Intellectual engagement in Tell Them From Me (TTFM) student survey to be at least at NSW Government norm from 2020 - 26% for motivation and 42% for challenge

TTFM Teacher Survey Challenging and visible goals above NSW Government norm of 7.5% in 2020

Quality Feedback to Learning in TTFM teacher survey to be above NSW Government norm of 7.3% in 2020

Target year: 2024

Cross-curriculum priorities - identification of specific shared skills and expertise as a focus across subjects for improved delivery to students

TTFM Teacher Survey Planned Learning Opportunities above NSW Government norm of 7.6% in 2020

All assessment tasks for all subjects to have consistency of implementation, delivery and feedback as evident in Sharepoint and Stile documentation.

Initiatives

Cross-curricular and longitudinal mapping of skills

Teachers are given opportunities to map skills and content across faculties for the purpose of considering the wholistic needs of each student:

- Longitudinal mapping of skills reflecting the Stage 6 continuum within programs
- Backward mapping from HSC exams reflected in challenging and visible program goals
- Cooperation across subjects to deliver shared content
- Collaboration to identify key skills across faculties and subjects and implement strategies for improvement
- Cross-curricular skills and content are mapped for greater continuity of learning for students.
- Talent development audit across all faculties to establish and address gaps and offer opportunities for enrichment

Assessment and Reflection

Systematic analysis and reflection of formative and summative assessment used to instruct classroom practice and improve student learning over time:

- There is a clear alignment of NESA syllabus objectives and outcomes to the HSC assessment schedule, assessment notification, tasks and marking rubric
- Curriculum and assessments are universally designed collaboratively within faculties for equity and justice in line with Disability and HPGE policies
- Revisit HSC Monitoring procedures for effectiveness and consistency
- HSC Monitoring Checklist consistently maintained, then reviewed by senior executive including samples of students' work
- Feedback to and from students regarding assessment is explicit:

Success criteria for this strategic direction

Curriculum provision supports high expectations for student learning and monitors learning longitudinally.

Teaching and learning programs are dynamic showing evidence of revisions based on assessment and feedback

Teaching and learning programs are consistent across the school and show evidence of adjustments to ensure challenge and improved learning for all students

The school analyses data, including reflection from students, to flexibly and responsively deliver classroom instruction.

Use regular formative assessment to understand students' strengths and areas for improvement and provide a variety of meaningful learning opportunities that cater to the full range of understanding and abilities in the classroom.

Provide clear and specific feedback on specific tasks that identifies the next steps and skills needed for students to improve.

Evaluation plan for this strategic direction

Question: Do we use curriculum and assessment consistently to improve student learning? Do students and staff reflect on assessment and use it as a formative learning tool?

Data:

- Programs for all faculties and subjects will contain all HSC monitoring requirements
- HSC Monitoring Folders will be complete on Sharepoint including scanned documents of student signatures for relevant HSC and assessment information
- Talent development audit including state/regional/local HSC study days
- Registrations will contain reflection on best practice and the effectiveness of strategies to enhance student achievement
- All assessments have consistency of high expectation, implementation and feedback shown by documentation on Stile and Sharepoint.

Analysis: Planning meetings each term will analyse data to measure the success of initiatives and identify areas for improvement and adjustment.

Implications: The findings of the analysis will inform:

- future directions
- ongoing adjustments

Strategic Direction 3: Learning and Development

Purpose

Explicit systems developed to facilitate professional dialogue across the school and with other schools regarding implementation of high impact professional learning; data informing planning; and mentoring and coaching.

Improvement measures

Target year: 2022

Staff professional learning is driven by individual PDP learning goals

Professional learning is always implemented and shared with other teachers through Faculty minutes or Staff meeting minutes

TTFM teacher survey optional questions regarding time with peers to develop personal, student and program development show greater satisfaction than 2021 results

A formal, negotiated system is in place to track from the syllabus to programs, units of work, classroom teaching and student work samples

HSC Monitoring implementation is regularly checked as evidenced in Executive minutes

Target year: 2024

Cross-faculty collaboration for student achievement and transition

TTFM teacher survey - Leadership and Collaboration, Teaching Strategies is above NSW Government norm of 7.6% in 2020

Initiatives

High Impact Professional Learning

Every teacher will participate in Professional learning to maintain accreditation at the appropriate level. Collaborative feedback from professional learning within faculties and across the school will allow teachers to be high performing and effective in the continual improvement of practice. This will be realised through:

- Individual PDPs that outline how specified professional learning was implemented in the final review
- Faculty and/or staff meeting notes reflect feedback and sharing of professional learning as appropriate for the professional learning undertaken
- Rigorous assessment of HSC Band performance, trends and Group Statistics inform professional learning choices
- Professional learning around equitable assessment and effective feedback

Mentoring and Coaching

Teachers are paired across faculties to mentor and coach each other to maintain a culture of effective, evidence-based teaching for the wholistic growth of each student through:

- Lesson Observations with identified modelling to observe and give feedback to facilitate growth of classroom practice
- Sharing of subject specific and class specific data analysis to continually build teaching capacity and improve practice
- Collaboration to identify and share effective methods of feedback across faculties and types of tasks

Success criteria for this strategic direction

Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

High Performing Teaching staff demonstrate and share their expertise within their school and with other schools, sharing expert, contemporary content knowledge and skills.

Teachers participate in capacity development programs and implement principles of evaluative thinking and improved practice.

The school uses systematic and reliable assessment and analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement at individual, group and whole school levels.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and feedback between teachers.

The school has a high performing teaching staff whose capacities are continually built to ensure every student experiences high quality teaching.

Peer observation will be well-implemented with effective feedback processes.

Evaluation plan for this strategic direction

Question: What impact has professional learning and cross-faculty conversations had on the performance of staff? How has the modelling and observation of best practice enhanced best practice in the classroom? Are staff more confident in the use of data to inform programs and practice?

Data:

- RAP and SCOUT data
- PDPs and review section are monitored by the leadership team
- Review of Mentoring and Coaching Program

- Teacher observation records
- Reflections on Mentoring and Coaching Program
- Data from TTFM, Sentral and People Matters Survey will be used to analyse the effectiveness of teacher learning and development.

Analysis: Planning meetings each term will analyse data to measure the success of initiatives and identify areas for improvement and adjustment.

Implications: The findings of the analysis will inform:

- future directions
- budget allocations
- ongoing adjustments